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ONTARIO

Department of Education

Regulations, Examinations, and Courses of Study

OF THE

Normal Schools

OF

Ontario

FOR

FIRST CLASS CERTIFICATES

Session 1940-1941

PRINTED BY THE ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by T. E. Bowman, Printer to the King's Most Excellent Majesty
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Historical Collection

REGULATIONS, EXAMINATIONS, AND COURSES OF STUDY

FOR

FIRST CLASS CERTIFICATES

Contents

	Page
Important Notice	6
Location	7
Conditions of Admission	7
Other Requirements	7
Application for Admission	8
Sessions, Terms and Vacations	8
Duties of Staff	9
Duties of Teachers-in-Training	9
Text-Books	10
Library	10
Religious Instruction and the Literary Society	10
Programme of Studies: First Class Certificates	10
Modification of the Courses	11
Order and Grouping of the Courses	11
Apportionment of Time: First Class	11
Directed-observation and Practice-Teaching	12
Sessional Records	14
Final Standing: First Class Final Examinations	14
Interim First Class Certificates	15
Permanent Certificates	16
Appeals	16
Normal Model Schools	16
Urban and Rural Practice Schools	16
Special Provision for North Bay Normal School	17
Courses of Study for Interim First Class Certificates	17
Science of Education	17
School Management	19
Speech	20
Reading	20
Literature	20
Composition	22
Grammar	22
Spelling	22
Library Methods	23
Mathematics	23
Social Studies	25
Science	26
Agriculture and Horticulture	27
Art	28
Writing	29
Music	29
Health	31
Physical Training	31
Manual Training	32
Home Economics	33

IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 shall be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their present entry into the teaching profession, but which condition in the course of time is likely to become aggravated, shall be required to sign a document waiving their right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the fee will be refunded and the actual cost of transportation both ways between the Normal School and the applicant's home will be paid by the Department of Education.

REGULATIONS AND EXAMINATIONS FOR FIRST CLASS CERTIFICATES

1. The courses for Interim First Class certificates are given at the Normal Schools at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, Toronto, and the University of Ottawa and at the rural and the urban schools which are used as practice schools in connection therewith.

CONDITIONS OF ADMISSION

2. For admission to the Interim First Class course, the applicant shall submit with his application *one* of the following:

(1) Certificates that he has passed the Middle and Upper School Departmental examinations under former regulations.

(2) A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses.

(3) Certificates that he has passed the Departmental examinations under the present regulations as follows:

(*a*) Middle School—

English (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (or Art or Music), Physics (or Agriculture, Part I), Chemistry (or Agriculture, Part II).

NOTE 1—A certificate of having obtained 40 per cent on a paper in any one of the following Upper School subjects will be accepted in lieu of credit for the corresponding Middle School paper:

English (Literature and Composition),
Algebra, Geometry, Chemistry.

NOTE 2—The Junior certificate issued by the Toronto Conservatory of Music in History and Harmony, or in any practical subject other than Sight-Singing, together with the required Theory, will be accepted in lieu of the Middle School certificate in Music.

(*b*) Upper School—

English (Literature and Composition), History.

Six credits from the following, of which two shall be in Mathematics *or* two in Science *or* one in Mathematics and one in Science:

Mathematics: Algebra (1), Geometry (1), Trigonometry (1);

Science: Botany (1), Zoology (1), Physics (1), Chemistry (1);

Languages: Latin (2), Greek (2), French (2), German (2), Spanish (2);

Music: The Intermediate certificate of the Toronto Conservatory of Music in any practical subject other than Sight-Singing, together with the required Theory (1).

NOTE—Where a language option is offered, standing in both papers shall be required.

OTHER REQUIREMENTS

3. Each applicant for admission to a Normal School shall also submit on official forms to be supplied to him on application to the Deputy Minister the following documents:

(1) A statement signed by himself that he applies for admission to a Normal School with the intention of teaching at the earliest opportunity;

(2) A statement that, if successful in obtaining a teacher's certificate, he will teach thereon in the Provincial Schools of Ontario for at least the first year of his teaching experience;

(3) A certificate from competent authority that he is a British subject;

(4) Either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, stating the date of his birth;

(5) A certificate from a clergyman or other competent authority that he is of good moral character.

APPLICATION FOR ADMISSION

4. (1) Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 24th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which he is an applicant. Without this card he will not be admitted.

(2) Candidates who have appealed against the results of the midsummer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

(3) Teachers-in-training who are required to re-attend the second term are strongly advised to repeat the entire session and, if possible, at a different Normal School. They shall make application for admission before September 1st, and on receipt of a card of admission shall enter not later than the beginning of the second term and shall continue until the close of the session in June.

(4) Teachers-in-training who, through sickness or for other reasons satisfactory to the Minister, were prevented from completing their courses at a previous session shall make application for admission not later than September 1st. They will be furnished with a card of admission permitting them to enter at a special date to be determined in each case by the Minister.

SESSIONS, TERMS, AND VACATIONS

5. (1) The sessions of the Normal Schools for 1940-1941 will begin September 10th at 9 a.m. and end June 5th and will be divided into two terms, the first from the beginning of the session in September to the beginning of the Christmas vacation; the second from the close of the Christmas vacation until the close of the session.

(2) There shall be two vacations as follows:—At Christmas, beginning on December 22nd and ending January 2nd, and at Easter, beginning on Good Friday and ending on the second Sunday thereafter.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

DUTIES OF STAFF

6. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and be responsible for the efficiency of the Normal and the Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision, the Principal shall inspect the model and the urban and the rural practice schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Director of Professional Training at his official visit. In the event of immediate action by the Department being necessary in any case, the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, each member of the Normal School staffs may be required to take part in the work of the Teachers' Institutes on such dates as the Minister may arrange.

(4) (*a*) Concerted work on the part of the Normal School and the practice schools shall be secured by frequent conferences of the staffs of both schools.

(*b*) Especially at the beginning of each session, the Principal and the other members of the Normal School staff shall discuss with the staffs of the practice schools the subject of General Method and Child Study, and both staffs shall organize and conduct the work of directed-observation and practice-teaching so as to secure a proper co-ordination between it and the principles of General Method as developed in the Normal School classes.

NOTE—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in directed-observation and practice-teaching, but rather to establish an intelligent connection between theoretical principles on the one hand and their practical applications on the other.

(5) When, notwithstanding the certificate prescribed on page 4, a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such a teacher-in-training, and, as a result thereof, may direct the Principal to cancel his admission.

(6) The Principal may, at any time during the session, dismiss from the school teachers-in-training who, in his judgment and that of the staff, are lacking in scholarship, personality, or other qualities desirable in a teacher, or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

7. (1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) For the welfare of the women teachers-in-training, the Principal shall appoint at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the women students for consultation and advice.

TEXT-BOOKS

8. (1) The academic text-books which form the bases for the professional work in the various courses shall be as follows:—

(a) First Class: The text-books prescribed for the courses of study in Grades I to X.

(2) The professional text-books are those whose titles are printed in italics in the Courses of Study.

LIBRARY

9. Under the direction of the Librarian and the other members of the staff, the library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, the principal magazines and educational journals, and an adequate number of copies of each of the most important professional books of reference. The library is also supplied with tables for reading and study.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

10. (1) Religious instruction is provided by local clergymen of the different denominations.

(2) A literary society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the course of study. All the teachers-in-training shall become members of this society, and shall attend the meetings regularly. The programmes for the meetings should include essays, debates, recitations, musical numbers, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

For First Class Certificates

11. (1) The courses of study for Interim First Class certificates shall consist of the following as defined herein:

Group I—

Science of Education; School Management; Speech, Reading, and Literature; Composition, Grammar, and Spelling; Mathematics; Social Studies; Science, and Agriculture; Art, Writing, and Music; Health, and Physical Training; Manual Training, and Home Economics.

Group II—

Directed-observation and practice-teaching in the various Grades of the urban and rural practice schools, including the Kindergarten.

Group III—

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the Courses of Study of the Public and Separate Schools.

MODIFICATION OF THE COURSES

12. (1) Students whose practice-teaching is weak because of such personal defects as low voice, poor articulation, shyness, faulty posture or lack of animation, and students who exhibit marked deficiencies in the skills connected with Mathematics, English (Spelling, Reading, Syntax), Writing, Music, or Art shall be discovered by the staff-in-council early in the first term and shall be organized into self-improvement study groups each under the guidance of a Master or an Instructor appointed by the Principal for that purpose. The Master or Instructor charged with the guidance of any self-improvement group shall afford counsel but shall not be responsible for the carrying out of advisements concerning study-practice. Moreover, the meetings and the work of a self-improvement group shall be in addition to and shall not interfere in any way with the regular Normal School programme.

(2) In the oral examinations and exercises in Vocal Music the instructor shall give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact shall be stated on his certificate.

ORDER AND GROUPING OF THE COURSES

13. (1) The principle of correlation shall be kept constantly in view as being of special importance in organizing the work of the several departments of the Normal School as well as in dealing with the methodology of the Public and Separate School Courses of Study.

(2) The courses in Science of Education, School Management, and the methodology of the several subjects on the Public and Separate School Courses of Study shall be organized and arranged by the Principal at the beginning of the school year, subject to the approval of the Director of Professional Training.

(3) The course in the methodology of each subject shall emphasize:

(*a*) The selection of subject matter from the standpoint of the mental ages and interests of pupils in the several grades.

(*b*) The presentation of selected matter in such a way as to exercise the normal learning activities of pupils in the several grades.

(*c*) The content of the Courses of Study for Public and Separate Schools from the viewpoint of pedagogy.

APPORTIONMENT OF TIME

14. The programme of instruction for each class in the course, exclusive of directed-observation and practice-teaching, will require about twenty-five periods of forty-five minutes each weekly, or the equivalent thereof, during the session. The total number of periods for each subject shall be as nearly as practicable those indicated below. The length of each period shall be subject to the approval of the Director of Professional Training.

The class periods shall be distributed among the various courses for the Interim First Class certificate, exclusive of directed-observation and practice-teaching, approximately as follows: Science of Education, 60; School Management, 40; Speech, Reading, and Literature, 100; Composition, Grammar, and

Spelling, 80; Mathematics, 70; Social Studies, 70; Science, and Agriculture, 100; Art, and Writing, 70; Music, 50; Manual Training, 40; Home Economics, 40; Health and Physical Training, 70; Library, 10; Religious Instruction, 30.

DIRECTED-OBSERVATION AND PRACTICE-TEACHING

15. (1) In order that the teachers-in-training may begin early the directed-observation and the practice-teaching activities, an introductory course shall be taken up as follows:

(*a*) As soon as the initial organization of the school is completed, one lesson a day to a total of ten lessons shall be devoted to the general study of lesson planning by the master who has charge of the Science of Education. The elementary, one-period lesson-unit only will be examined at this time, the study of drill, review, enterprise and other continuous and more complex types being reserved until the teachers-in-training have gained some background of experience. During the same time other masters will devote from two to five periods to illustrating by examples the application of the scheme of lesson planning agreed upon by the staff-in-council to the subject or subjects of which they have charge. The following aspects of lesson planning will be stressed: motivation; equation of subject matter in difficulty and amount with the grade-age; clarity and vividness in presentation; development as the reconstruction of experience; pupil participation and self-activity; organization and consolidation of the new learning.

(*b*) Beginning sometime during the second week and continuing for about two weeks, a supervised series of from eight to ten demonstration lessons illustrating the application of the elementary one-period lesson plan to the teaching of various subjects shall be given in different grades of the practice schools. Each of these lessons should be discussed with the teachers-in-training by the Normal School master in charge of the subject concerned.

(*c*) Throughout the Normal School session, Masters and Instructors shall themselves exercise care in presenting their several subjects to pursue the general principles of education set forth, in order that teachers-in-training may become familiar with the methodologies of teaching in practice as well as in precept.

(2) Later in the term the master in charge of the Science of Education will take up the study of more complex methods of lesson planning—drill; review; seatwork—recitation; continued topic; contract-assignment; enterprise—in connection with demonstration lessons taught in the practice schools and by the Normal School masters.

(3) Teachers-in-training shall be divided into suitable groups and the work of directed-observation and practice-teaching shall be taken up systematically according to a time-table arranged by the Principal. At least that group to which the teacher-in-training belongs shall be present at the discussion of his observation and practice-teaching lessons.

(4) Directed-observation and practice-teaching lessons for each teacher-in-training shall be arranged so as to cover in as many subjects as possible the work of the Kindergarten and Grades I to X, and shall be arranged as nearly as possible to progress from grade to grade in either ascending or descending order from the grade in which each teacher-in-training begins. At least five of the directed-observations shall be along lines of School Management.

(5) The first five practice-teaching lessons taught by each teacher-in-training shall be prepared in consultation with a Normal School master or a Practice School teacher. Every care shall be taken to ensure the reasonable success of these initial efforts in order that the teacher-in-training may develop confidence. Thereafter the extent of assistance to be rendered in the preparation of practice-teaching lessons is to be gradually but not abruptly diminished.

(6) Unless otherwise provided each teacher-in-training after practice-teaching has begun shall write one directed-observation per week and teach one lesson per week under the supervision of accredited practice-school teachers, to a total of not fewer than fifteen practice-teaching lessons, exclusive of the five specified in subsection (5).

In their second and subsequent visits to rural practice schools, in place of the single practice-teaching lesson, teachers-in-training shall take charge of the school for a period of approximately one hour, during which time they shall follow the regular school programme, assigning and supervising seatwork as well as teaching recitation lessons.

(7) The Principal shall arrange with local Boards and local Superintendents or local Inspectors, as the case may be, to make provision during the second term for two non-contiguous weeks of continuous observation and practice-teaching in classrooms of graded schools under the charge of teachers who are capable of affording guidance.

The Principal shall also arrange with the County Inspectors of the neighbourhood and of the home counties of teachers-in-training to make provision for continuous observation and practice-teaching during the week following the Christmas vacation and during the week following the Easter vacation in rural schools under charge of teachers who are capable of affording guidance.

Any expense incurred by teachers-in-training during the four weeks of continuous observation and practice-teaching will not be borne by the Department. Every effort, however, shall be made to place teachers-in-training in such schools as will involve a minimum of expenditure for transportation. They shall also be advised to make economical arrangements at their boarding-houses.

Each teacher-in-training shall, as far as possible, be placed in four different schools during the four weeks of continuous observation and practice-teaching. During this period he shall undertake such duties as opening and closing school, marking the register, checking class exercises, supervising seatwork and playground activities. He shall at least teach two lessons on the second day, four on the third day, and take full charge of the school under supervision of the teacher during the remainder of each week.

(8) Assignment of practice-teaching lessons referred to in subsection (6) shall be made by the accredited practice-school teachers subject to the supervision of the Principal and members of the staff of the Normal School. Directed-observation lessons referred to in subsection (6) shall be assigned to the accredited practice-school teachers by the Principal who shall make provision for the presentation of various types of lessons as well as for the presentation of various subjects throughout the grades of the Public School. Teachers-in-training shall submit lesson plans for the practice-teaching and written reports on the directed-observations referred to in subsection (6) to

the Normal School Principal who shall forward these for checking to the respective accredited practice-school teachers in charge. In case of lessons referred to in subsection (7) plans and reports shall be submitted as directed by the Principal.

The Principal and Normal School Staff-in-Council shall arrange for the systematic attendance of Normal School Masters at the directed-observation and practice-teaching lessons referred to in subsections (6) and (7). As far as possible the practice-teaching of each teacher-in-training shall be seen by at least two members of the Normal School staff. The practice-teaching of each teacher-in-training whose progress is considered unsatisfactory shall be seen and valued by at least four Normal School Masters and by the Principal of the Normal School.

(9) At the close of school the work shall be discussed by the practice-school teachers, the teachers-in-training, and the Normal School Masters when present, with reference to the application of principles of teaching and to the management of the classes. The valuation of the lesson shall be determined by the practice-school teacher or by the master in conference with the practice-school teacher. The teacher-in-training shall be given no information as to the marks assigned to the lessons.

(10) The maximum marks assigned to each practice-teaching lesson or to each practice-teaching hour shall be 100.

A record of the valuations assigned all practice-teaching lessons or practice-teaching hours of each teacher-in-training shall be made on a graph sheet furnished by the Department as well as in the record book of the Normal School. Marks assigned by accredited practice-school teachers and marks assigned by Normal School Masters are to be severally designated. On a date to be specified near the close of the term the graph record sheet of the practice-teaching of all teachers-in-training shall be furnished to the Department together with the sessional records by each Normal School.

SESSIONAL RECORDS

16. (1) The Sessional Records shall consist of the records of the oral and the written class tests, the practical work, the practice in valuing answer papers of practice-school pupils and the term examinations in the subjects.

(2) The general attitude of the teacher-in-training towards the work, his adaptability to teaching and the probability of his future success as a teacher shall be taken into consideration in determining his sessional standing.

(3) A teacher-in-training who, in any subject, obtains 66 per cent of the marks assigned to that subject on the sessional records for term work, class tests, and term examinations may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

First Class Final Examinations

17. (1) The final examination papers in Group I will be prepared by the Department and will be uniform for all the schools. The answer papers will be read in the Department by a committee selected from the Normal School staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for directed-observation shall be 500, and for practice-teaching 1,000.

18. (1) A teacher-in-training who holds the entrance requirements to the First Class course and who, at the final examinations, obtains 60 per cent of the marks in each subject of Group I, and 60 per cent of the marks in each of the divisions of Group II may, on the recommendation of the staff, be granted an Interim First Class certificate valid for four years.

(2) A teacher-in-training who holds the entrance requirements to the First Class course and who fails in not more than two subjects of Group I, and who passes in Group II, may be exempted from further attendance and may complete his standing for an Interim First Class certificate by rewriting together at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which he failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing shall be required to repeat the course by attendance at a subsequent second term beginning after Christmas vacation. (See section 4 [3].)

(19) (1) Candidates who hold High School Assistants' certificates may qualify for Interim First Class certificates by attending a Normal School for the second term, passing the final examinations in Group I of the course for Interim First Class certificates and satisfying the examiners that they are able to teach these subjects.

(2) Candidates who have been exempted by the Minister of Education from attending a Normal School on account of equivalent training in other provinces or countries and who are required to write on the final Normal School examinations for Interim certificates shall take the medical examination and all final examinations in the subjects of Group I and shall also satisfy the examiners by teaching or other tests that they are competent to direct the practical work in the subjects covered by the certificate for which they are candidates. These examinations may be taken together at one annual examination or separately at different annual examinations.

(3) The pass standard for all candidates exempted from attendance is the same as that for teachers-in-training in attendance, but no allowance shall be made for sessional work.

(4) The final examinations in Vocal Music and Physical Education for candidates exempted from attendance may include written tests, and also practical tests.

(5) Candidates exempted from attendance shall take any practical tests in Group II (which may be required) at such times during the session as may be decided upon by the Principal. They shall take their examinations in the subjects of Group I on dates set apart for the examination of candidates in attendance. The time-table for the written examination will be issued in April.

(6) Candidates who hold British Teachers' certificates obtained after two years' attendance at a Teachers' Training College and whose academic

standing is accepted by the Minister of Education as the equivalent of that required for admission to the First Class course may qualify for Interim First Class certificates by passing the Normal School First Class written and practical examinations in the subjects of Group I.

PERMANENT CERTIFICATES

20. The Regulations regarding Permanent certificates are contained in Circular 72, which may be obtained on application to the Department.

APPEALS

21. A candidate who has passed in practice-teaching, but has failed at an examination for a First Class certificate, may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

NORMAL MODEL SCHOOL

22. (1) The terms of the Normal Model School at Toronto shall correspond with those of the Public and Separate Schools. The Regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model School, subject to any modifications that may be made from time to time by the Minister of Education.

(2) In the discharge of their duties, the assistant teachers of the Normal Model School shall be subject to the authority of the Headmaster of the Normal Model School, who shall himself be subject to the authority of the Principal of the Normal School and responsible to him for the management and efficiency of the school under his charge.

URBAN AND RURAL PRACTICE-SCHOOLS

23. (1) The Principal in co-operation with the local Board and the local Superintendent or Inspectors, as the case may be, shall select from the staff of the practice school or practice schools set apart for that purpose, or from the schools at large throughout the city and from the rural schools of the neighbourhood teachers of experience and sound judgment who shall be known as accredited practice-school teachers and who shall have in charge the directed-observation and practice-teaching lessons referred to in section 18 (6) and whose valuations, together with those of the Normal School Staff, alone shall be considered in determining the final standing of teachers-in-training in the subjects of Group II.

(2) The Principals and teachers of the urban and rural practice schools shall be subject to the authority of the Principal of the Normal School concerned for the purpose of the Normal School only, and shall discharge the duties required by the regulations of the Department to the satisfaction of the said Normal School Principal. In the event of any dispute between the Principal of the Normal School and any Principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute

shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(3) Every teacher in charge of a classroom set apart for observation and practice-teaching, shall receive the teachers-in-training into his or her classroom for the aforesaid purposes, and all teachers concerned in any way with the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(4) The Principal of the Normal School shall be permitted, on consultation with the Principals of the practice schools, to arrange the time-table and such other practical details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

SPECIAL PROVISION FOR THE NORTH BAY NORMAL SCHOOL

24. (*a*) At the North Bay Normal School the Department of Education will assist teachers-in-training who have been in attendance and whose ordinary places of abode are in the Districts of Ontario by refunding to each teacher-in-training the cost, in excess of Five Dollars, of the railway or boat fare from his home to the school in September and to his home at the close of the session in June.

COURSE OF STUDY FOR INTERIM FIRST CLASS CERTIFICATE

SCIENCE OF EDUCATION

I. *Simple lesson planning.* (1) Planning the simple, one-period teaching lesson from an objective, analytic study of observation and demonstration lessons. (2) Discovery of essential principles: motivation, immediate and continuous; equation of subject matter in quality and quantity with pupil interest and pupil ability throughout the grades; clarity and vividness in presentation; reconstruction of pupil experience; procedure in questioning; pupil participation and self-activity; organization of the new learning.

II. *Behaviour.* (1) Unplanned or trial-and-error behaviour; planned or intelligent behaviour. (2) Levels of planning; simple recall of particular experience; reconstruction of particular experiences; induction-deduction or the generalization of particular experiences. (3) Execution of plans; instinctive tendencies; emotional drives; volitional controls, brakes and valves; habits and skills.

III. *Complex lesson planning.* (1) Habit or skill-forming lessons; subsequent drill lessons. (2) Particular knowledge or continued topic lessons; subsequent review lessons. (3) General knowledge lessons; subsequent application lessons. (4) Appreciation and attitude-forming lessons. (5) Seatwork-recitation—seatwork or ungraded school type; planning, assigning, supervising

and making use of seatwork. (6) Project and enterprise type. (7) Contract assignment type. (8) Formal and incidental teaching.

IV. *Growth.* (1) Characteristic mental abilities at successive ages in drawing, number work, vocabulary, memory span and reasoning; variation between mental and chronological age; treatment of backward and accelerated pupils. (2) Emotional development at successive ages; conditioning. (3) Volitional development at successive ages; discipline and control; deliberation, ideals, purposes and self-control. (4) Centres of interest; direct and indirect interest.

V. *Educational health.* (1) Conflicts among instincts-emotions, between reality and ideals; suppression; rationalization; sublimation; integration. (2) Mental disturbances and remedial treatments; over-introversion, day dreaming, shyness, sulkiness, etc.; over-extroversion, fighting, truancy, stealing, tantrums, etc.; perversion, tics, cruelty, boastfulness, destructiveness, attention-seeking activities, etc. (3) Mental integrity; in-turned and out-turned interests; personal and social attitudes; purposes and ideals; deliberation and adjustment to reality.

VI. *Philosophy and history of education* (optional). (1) Education as growth; proper diet and exercise. (2) Educational aims. (3) Educational agencies. (4) Evolution of formal education.

Books of Reference:

Ontario Normal School Manual: *Principles of Method.*
Ontario Normal School Manual: The History of Education.
Adams: Recent Development and Modern Tendencies in Education.
Bagley: The Educative Process.
Bagley: Standard Practices in Teaching.
Ballard: The New Examiner.
Drummond: The Child, His Nature and Nurture.
Fletcher: Psychology in Education.
Hughes and Hughes: Learning and Teaching.
Kilpatrick: Foundation of Method.
Lane: A Teacher's Guide to the Activity Plan.
Lincoln and Workman: Testing and the Uses of Test Results.
Mead and Orth: The Transitional Public School.
Monroe and Streitz: Directing Learning in the Elementary School.
Morgan: The Psychology of the Unadjusted School Child.
Myers and Williams: Education in a Democracy.
Nunn: Education, Its Data and First Principles.
Pressey: Psychology and the New Education.
Sandiford: Educational Psychology.
Strager, *et al*: Principles of Teaching.
Symonds: Mental Hygiene of the School Child.
Thorndike: Principles of Teaching.
Tiegs: The Management of Learning in the Elementary Schools.
Wallin: Personality Maladjustments.
Weatherhead: Psychology and Life.
Yoakam and Simpson: An Introduction to Teaching and Learning.

SCHOOL MANAGEMENT

School Management has to do with the administration of the affairs of the school as a business. It is primarily concerned with a study of relevant provincial laws and regulations and the best means of tactfully but effectively putting these into execution. Its presentation should be based upon a study of (1) provincial laws, regulations, circulars and forms; (2) observation and demonstration classes and practice-teaching schools; (3) problems encountered by the teachers-in-training; (4) case studies; (5) supplementary readings. Directed-observations along lines of school management should be required from teachers-in-training in connection with each week of continuous observation and practice-teaching in addition to those specified in section 15 (4).

I. *Classroom.* (1) Assembly and dismissal; cloakroom supervision; treatment of lates. (2) Permissive movements, activities, and retirements during school hours. (3) Class control; value of routine procedure; insistence, consistence, cheerfulness, understanding and self-control on the part of the teacher; responsible liberty; direction of questions and reception of answers; treatment of misdemeanors. (4) Group recitations, group activities and the supervision of seatwork. (5) Classroom tidiness; personal appearance of teacher and pupils.

II. *School.* (1) Supervision of lavatory, playground, noon and recess periods. (2) School and class excursions, exhibitions, fairs, concerts, athletic meets, societies. (3) School days and holidays; treatment of absentees. (4) Textbook regulations. (5) School visitors. (6) School grants. (7) Engagement, resignation and dismissal of teacher; suspension and expulsion of pupils.

III. *Organization.* (1) Grading pupils; methods of classification; promotions; examinations and standards. (2) The special pupil, handicapped, accelerated, backward, foreign; auxiliary classes and auxiliary units. (3) Apportionment of time among various subjects; special occasions and conditions. (4) Time-tables in graded and ungraded schools. (5) Teacher's day-book of work. (6) The first day at school of the new teacher, of the new pupil.

IV. *Records and reports.* (1) Register, daily and general. (2) Reports, annual, age-grade, S.A. 2, entrance candidates; special grants, fifth class, art, music, agriculture, auxiliary units. (3) Catalogues, library and equipment.

NOTE—To afford teachers-in-training adequate practice in filling in the above forms the master in charge of School Management is advised to secure from the Department specimen pages from the register, printed directions, specimen contracts, S.A. 2 forms, age-grade report forms, etc.

V. *School plant.* (1) Buildings and grounds. (2) Classroom accommodation, size, lighting, heating, seating, blackboards, cloak rooms, lavatories, etc. (3) Equipment, library, science, manual training, home economics, agriculture, music, physical training, etc. (4) Care of school property.

VI. *Community.* (1) Professional loyalty and personal dignity. (2) Living in or out of the school area; the boarding-house problem; home and school clubs; sectarian and religious affiliations. (3) Co-operation with the principal, other members of the staff, the inspector and the Board. (4) Co-operation with parents; dealing with notes, suggestions, complaints, etc. (5) Securing school equipment; dealing with agents; sources of information. (6) Teachers' Institute; O.E.A.; teachers' associations; teachers' meetings. (7) Personal welfare; health; worry; professional progress.

Books of Reference:

Ayres, *et al*: Healthful Schools.

Bagley: Class Management; Discipline.

Barnes: Rural School Management.

Bennett: School Efficiency.

Bogoslovsky: The Ideal School.

Brown: Problems in Classroom Management.

Cole: Teaching in the Elementary School by Farrar & Rinehart.

Cubberley: The Principal and His School.

Departmental Publications: Ontario School Acts; Extracts from the Statutes; The School Attendance Act; Special Departmental Grants; Regulations and Courses of Study of the Public and Separate Schools; Ontario Normal School Manual on School Management; Plans for Rural School Building.

Dougherty, Gorman and Phillips: Elementary School Organization and Management.

Freeland: Modern Elementary School Practice.

Inspectors of Ontario: The Training of Teachers in Service.

Kennedy: The Teacher in the Making.

Lane: Teachers' Guide Book to the Activity Programme.

Lowth: Everyday Problems of the Country Teacher.

Lowth: The Country Teacher at Work.

Mead and Orth: The Transitional Public School.

Pullian: Extra Institutional Activities of the Teacher.

Wofford: Modern Education in Small Rural Schools.

SPEECH, READING, AND LITERATURE

I. *Primary School stage.* (1) Reading-readiness; simple tests; the six-year mental level. (2) Activities for the prereading pupil in a rural school. (3) Specific and relative words; fundamental differences of treatment both in reading-recognition and spelling; recognition of specific words taught separately by matching exercises, blackboard commands, etc.: use of the articles "the", "a", "and", "an"; presenting new words; retention of relative words in phrases or sentences. (4) Blackboard sentence reading; grouping, interpretation of thought, use of charts; transition from blackboard to book reading. (5) Seat-work exercises. (6) Supplementary reading and readers. (7) Introduction of phonics as an aid to word recognition; development of phonetic analysis and synthesis. (8) Making illustrated dictionaries. (9) Silent reading; methods of conducting; methods of expressing, and of testing comprehension; dangers of excessive silent reading, faulty word recognition, and "skipping." (10) Oral reading; interpretation of idea and emotion; speech training, vocalization, pronunciation, inflection, etc. (11) Correction of faulty speech; letter substitutions; vowel omissions; stammering. (12) Child stories; types of stories; telling and reading by the teacher; reading by the pupil; methods of expression—dramatization, oral reproduction, drawing, modelling, etc.; inculcation of moral and social lessons. (13) Memorization; suitability of selections; purpose and methods. (14) Methods in graded and ungraded schools.

II. *Middle and Senior School.* (1) Oral reading; development of habits and skills, pronunciation, articulation, grouping, general rate, tone, body position, etc.; development of interpretative expression, changes in emphasis, inflection, pause, etc.; speech correction; oral reading lesson; class reading; combined literature and reading; audience reading—opening and closing exercises, continued story, current events, enterprise reports, etc.; choral reading, methods of conducting, uses and abuses; methods of dealing with new words. (2) Silent reading; intensive and extensive forms; methods of motivating; testing, and expressing comprehension; methods of increasing rate and pick-up; reading for pleasure and for purpose; combined silent reading and literature; correlation with other subjects; supplementary material. (3) Literature lessons; method of using readers; growth in ability to appreciate and interpret; dealing with new words; use of dictionary; acquaintanceship with the author and setting as an aid to interpretation, as an incentive to wider reading; the selection as a whole, continuity of development, relation to life; the study of parts, information, imaginative picturing, aesthetic appreciation, style; methods of expression, dramatization, drawing, modelling, oral reading, etc.; poetry and prose. (4) The study of a novel (such as Ivanhoe) and a play (such as "As You Like It"), plot, significance of incidents, characterization, style. (5) Methods in graded and ungraded schools.

NOTE—Few of the graduates of a Normal School will have charge of Fifth Classes. A minimum of time should be devoted to subsection (4). Methods of study should be such as are applicable to Fifth Classes in a rural school.

Books of Reference:

Amoss and DeLaporte: Training Handicapped Children (Chapter on speech correction).

Bates: Talks on the Teaching of Literature.

Bennett: Adventures in Words.

Clark: Interpretation of the Printed Page.

Departmental Publications: *Programme of Studies for Grades I-VI, VII-VIII. The School Readers for the Grades.* Ontario Public School Manuals: Primary Reading and Literature.

Entwistle: The Study of Poetry.

Gates: New Method in Primary Reading. The Improvement of Reading.

Haddow: On the Teaching of Poetry.

Harrison: Reading Readiness (revised edition).

Leonard: Essential Principles of Teaching Reading and Literature.

Luke: The Teaching of Reading by the Sentence Method.

MacClintock: Literature in the Elementary School.

MacPherson: The Study of English Literature.

Patterson: Teaching the Child to Read.

Stone: Silent and Oral Reading.

Storey: The Way to Good Speech (Nelson).

Storm and Smith: Reading Activities in the Primary Grades.

Tiegs: The Management of Learning in the Elementary Schools.

Tomkinson: The Teaching of English.

Watkins: How to Teach Silent Reading to Beginners.

COMPOSITION, GRAMMAR, AND SPELLING

I. Primary School Stage

(1) *Oral composition.* Informal conversations and talks to encourage natural expression; formal lessons—personal experiences, local objects, local events, reproduction stories, dramatization of stories and events, picture studies; language games to extend vocabulary, establish habits of correct usage, develop sentences sense, afford training in the courtesies and foster language readiness; importance of teacher's example.

(2) *Written composition.* Dangers of premature introduction—faulty spelling, faulty structure, negative attitude; transcription of specific words, of simple sentences; filling in blanks; completing sentences; answering questions; blackboard development and transcription by pupil; oral development and writing by pupil, sentence by sentence in one-sentence paragraphs; combining several one-sentence paragraphs into a simple paragraph.

(3) *Spelling.* A habit-forming subject demanding clear presentation, practice without error, final automatic establishment: prevention *versus* correction; no guessing, no faulty spelling; attention required to all written exercises; informal spelling as transcription (see subsection [2]); formal spelling (see Canadian Speller Book I and Manual).

II. Middle and Senior School

(1) *Oral Composition.* Development of paragraph sense by picture study, story reproduction and accounts of personal and local events; extemporaneous and prepared speeches, radio talks on current events, telephone conversations, business dialogues; participation in Junior Red Cross and other societies; debates; methods of extending vocabulary; correcting faulty speech and faulty usages.

(2) *Written composition.* Continued development of the one-paragraph composition; free writing, precautions used to avoid faulty spelling; method of developing the three-paragraph composition from "before, now, and after" studies of pictures, local events and from the three-incident type of reproduction story; free, three-paragraph composition; topic outlines; essays; planning, replanning, and polishing compositions; methods of teaching social and business correspondence and forms; series of studies in punctuation; production of verse; valuing compositions; conducting criticisms.

(3) Grammar begins as a nature study of language and progresses to a scientific study of language but always should be purposeful and applied; subject and predicate taught synthetically by matching and by completing half sentences, as well as analytically; similar treatment of sentence completions, name words, doing words, descriptive words, phrases and clauses, taking-the-place words, joining words, etc.; application of grammar to a rational understanding and use of language; the gradual change to technical terminology; incidental correlation with reading and other studies; the formal study of grammar in Grades VIII and IX.

(4) *Spelling.* A study of methods as outlined in The Canadian Spellers, Books I and II and the Manual.

Books of Reference:

Bates: Talks on the Writing of English.

Blaisdell: Ways to Teach English.

Departmental Publications: *The Canadian Speller, Books I and II; Quantz Manual; Programme of Studies, Grades I-VI, VII-VIII.*

Dickie: Modern Practice in the Teaching of Composition.

Diltz: Models and Projects for English Composition.

Drury: Verse Composition for Children.

Hatfield, Lewis, Thomas, Woody: Junior English Activities, Books I and II (American Book Co.).

Martin: English Practice.

National Council Teachers of English: Experience Curriculum in English.

Steel and Mustard: The King's English Series.

Trommer and Regan: Directing Language Power in the Elementary School Child.

Wield: Spelling under Topics.

LIBRARY METHODS

(1) Use of card catalogues; reference books and periodicals; information and picture files. (2) Study of children's books; principles of selection of books. (3) Organization and administration of a rural school library; relation of the school library to the community; the library and the school course of study; care of books; demonstrations of library lessons with children.

Books of Reference:

Becker: Adventures in Reading.

Beust: Graded List of Books for Children.

Cram: A Dictionary Handbook.

Curry and Clippinger: Children's Literature.

Fay and Eaton: Instruction in the Use of Books and Libraries.

Ingles and McCague: Teaching the Use of Books and Libraries.

Kunitz and Haycraft: The Junior Book of Authors.

Mahoney and Whitney: Realms of Gold in Children's Books.

Rice: Lessons on the Use of Books.

Terman and Lima: Children's Reading.

Willison: Golden Treasury of Famous Books.

MATHEMATICS

I. *Primary School.* (1) Incipient mathematical thinking in perceptual comparisons; tall, taller than, tallest; big, long, heavy, strong, more, etc. (2) Counting as an accompaniment to rhythmic action; need of permanent linkage; counting forward and backward by ones and twos. (3) Concepts; number pictures, constant form, variable content; number symbols. (4) Adding as abbreviated counting; adding groups of "ones"; adding symbols; derivation of combinations from counting series; derivation of extensions from the counting

series; adding practice. (5) Subtraction as an add-to and a take-from process. (6) Simple problems; perceptual, simple recall and imaginative types.

II. *Middle and Senior School.* (1) Counting forward and backward by tens and fives; twos, fours, eights; threes, sixes, nines; sevens. (2) Continued addition and subtraction combinations; addition and subtraction practice. (3) Multiplication as abbreviated addition; derivation from the counting series 5, 10, 2, 4, 8, 3, 6, 9, 7. (4) Division as abbreviated subtraction and as reverse multiplication (partition); use of multiplication terminology; difficulties presented by algebraic symbols and philosophic explanations and terminologies. (5) Fractions as parts of units and parts of aggregates; decimals as number series; the four common rules applied to fractions and decimals. (6) Problems as per "Programme of Studies"; measures and measurements taught in order of familiarity rather than as tables; mensuration and formulae; graphs; commercial arithmetic. (7) Algebra; brief review of the course of study for Grades IX and X with concurrent discussions of methods of presentation; arithmetic introduction to successive algebraic ideas; use of geometric illustrations; teaching methods in a rural school, Fifth Class. (8) Geometry; brief review of the course of study for Grades IX and X with concurrent discussion of methods of presentation; practical introduction through observation and construction; use of instruments; use of folding and superposition; empiric discovery of geometrical relations; practical application in problem solving; need of theoretical geometry because of limitations of empiric methods; analytic-synthetic method of dealing with propositions and deductions; grouping and relating of propositions.

III. *General methodology.* (1) The science which helps us to think more exactly; its field the whole life of the pupil. (2) Characteristic mathematical abilities at successive mental levels. (3) Variation between literary and mathematical abilities; procedure from perceptual to imaginative presentation of problems; interpretation of written problems; representation of mathematical thinking in written or oral "solutions". (4) The need of preliminary estimation and final checking.

Books of Reference:

Ballard: Teaching the Essentials of Arithmetic.

Breslich: Problems in Teaching Secondary School Mathematics.

Brueckner: Diagnostic and Remedial Teaching in Arithmetic.

Departmental Publications: *Programme of Studies, Grade Arithmetics,* Ontario Public School Manual on Arithmetic.

Godfrey and Siddons: The Teaching of Elementary Mathematics.

Jackson-Dean Crawford: General Mathematics, Book I.

Lougheed-Workman: General Mathematics, Book II.

Mills: The Teaching of Modern Arithmetic (Dent).

Morton: Teaching Arithmetic in the Elementary School, Books I, II, and III (Silver, Burdett Co.).

National Council of Teachers of Mathematics: Tenth Yearbook — Teaching of Arithmetic.

Roantree and Taylor: An Arithmetic for Teachers.

Schultz: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

SOCIAL STUDIES

I. *Primary School stage.* (1) Biographies: selected for their implied moral and social lessons; historic facts a fringe about some striking incident: methods of telling; methods of expressing—dramatization, mural drawings, modelling, etc. (2) Occupational activities: selected from within the child's range of interest with a view to initiating an appreciation of the principles of social living, co-operation, work, exchange, etc.; methods of development, personal experiences, pictures, dramatization, excursions, assigned observation, etc. (3) Social services: post office, hospital, jail, etc. (4) The neighbourhood: development from personal experiences, assigned observations, excursions, pictures, etc.; the "growing" floor map, sand-table map or plasticine map; the corresponding "growing" blackboard map.

II. *Middle and Senior School.* (1) A review of the Social Studies course in Grades III to VIII and of the History and Geography courses in Grades IX and X, with concurrent discussion and illustration of methods of presentation. (2) Teaching aims: the development of out-turned interests, right social attitudes, appreciation of the labour of others, neighbourliness, a loyal Canadian spirit, etc.; initial conceptions of the scientific principles of social living; organization of common information. It is noted that while absorbing outside interests are being planted and fostered in the Middle School courses, a broad band of Canadian interests should be maintained by means of the study of current events, and by relating foreign to native affairs. (3) Methods of presentation: the story, development by questioning, discussion, library assignment, class excursion, investigation assignment, project, and enterprise forms; their variation and modification through successive grades; value and limitations; the combined method. (4) Presentation materials: pictures, maps, globes, charts, graphs, posters, sketches, slides, movies, specimens; uses, values, and limitations. (5) Expressive materials: murals, sand-table, plasticine, salt and flour, ground asbestos fibre, costumes, etc.; uses, values, and limitations. (6) Maps: learning to read and write what is a new language; drawing a traced map of objects on a sheet to represent shapes, sizes, locations, names; map directions, horizontal, upright, approximate scales; maps of the desk, room, yard, vicinity, and special maps; drawing to scale; map language. (7) Methods of presenting the History and Geography courses in Grades IX and X to a Fifth Class in a rural school.

Books of Reference:

Amoss: Play Story Geography; Canadian Neighbours; Canadian Neighbourhood.

Bagley and Alexander: The Teacher of Social Studies (Scribners).

Barnes: How Other People Live; The Teaching of Community Civics.

Cochrane and Wallace: This Canada of Ours.

Cornish: Geography of Commerce for Canadians.

Departmental Publications: *Programme of Studies, Grades I-VI, VII and VIII, IX and X*; Ontario Public School Manuals, History and Geography.

Garnett: Fundamentals of School Geography.

Goldring: We Are Canadian Citizens.

Horn: Methods of Instruction in the Social Studies.
Jarvis: The Teaching of History.
Macpherson: Visual Aids in the Teaching of History.
Seeley: The Teaching of History.
Smith: Teaching Geography by Problems.
Storm: The Social Studies in the Primary Grades (Ryerson).
Tryon: The Teaching of History in Junior and Senior High Schools.
Wallace: A Study in Government; A Reader in Canadian Civics.
Wilson, Wilson and Erb: Our Ways of Living Series (W. J. Gage & Co.).

SCIENCE AND AGRICULTURE

A. Nature Study and Science

I. *General methodology.* (1) Teaching aims, to develop out-turned interests, right attitudes toward living things, ability to observe accurately and think factually, fund of common knowledge. (2) Subject matter, not a sequence of exhaustively treated topics but a series of increasingly complex aspects of topics. (3) Equation of factual (scientific) thinking with successive mental ages; Primary School, casual observation with brief explanation in terms of child experience ("the seed is the plant baby"); Middle School, controlled observation and examination with the establishment of casual relations among facts ("when the seed is watered it sprouts", "seeds require heat, moisture and air to sprout and grow"); Senior School, observation and experimentation leading to the establishment of principles ("the seed is made up of covering, germ, and the germ foods starch and albumen", "the seed is the fertilized egg cell and carries the characteristics of both parents"). (4) The place of supplementary reading.

II. *Primary School.* (1) A review from the standpoint of pedagogy of the course in Natural Science for Grades I and II. (2) The class excursion; methods of conducting; the teacher's purpose; visiting the lawn, school garden, park, shade trees, snow drifts, etc. (3) Daily observation in the classroom of window boxes, insect cages, aquaria, vivaria; construction and care of same. (4) Methods of studying common natural phenomena, snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons, etc. (5) Methods of keeping weather, plant, tree, and bird calendars. (6) Teaching the care of plants, wild flowers, birds, etc. (7) Correlation with reading, composition, art, craft, etc. (8) Project studies.

III. *Middle and Senior School.* (1) A review from the standpoint of pedagogy of the course in Natural Science for Grades III to VIII. (2) Specimen study; questioning to recall previous experience, to direct observation, to solve problems. (3) Assigned observations; giving directions; recording observations; deriving conclusions. (4) The use of aquaria, vivaria, insect cages, etc. (5) Simple experimentation. (6) Library used as a stimulant to research, to supplement factual study. (7) Projects; making collections; feeding birds; making school gardens; keeping records. (8) Correlation with other subjects, art, manual training, composition, etc.

IV. *Senior School.* (1) A brief review of the course of study in General Science for Grades IX and X, with concurrent discussion of methods of presentation particularly in rural schools possessing little or no laboratory equipment.

B. Agriculture and Horticulture

I. *Soil and Soil Problem.* (1) Composition of a loamy soil; types of soil and how formed. (2) Water holding capacity of different soils. (3) The role of capillary water and of air in the soil; importance of drainage; (4) The role of bacteria in soils; legume and nitrifying bacteria. (5) Depletion of plant food in the soil; use of crop rotations, manure, and fertilizers. (6) Sour or acid soil, cause, detection and correction. (7) Reference to the school garden soil in connection with the above topics.

II. *Plant Studies.* (1) Propagation and improvement of plants by natural and artificial means. (2) Germination tests and advantages of good seed. (3) Recognition of the seed of wheat, oats, barley and rye. (4) Recognition of common weeds; importance of destroying weeds before they go to seed—Weed Control Act.

III. *Plant diseases.* Identification; life history and control of apple scab, potato scab, black knot, corn smut, a stem rust of wheat.

IV. *Live Stock.* (1) Recognition from colour and other characteristics of the common breeds of cattle, hogs, draught horses and sheep. (2) Value of live stock in farming. (3) Importance to people in relation to food, and to industries in providing raw materials.

V. *Milk.* (1) Composition and food value. (2) Observation of fat globules; the Babcock test; its principles and importance. (3) Pasteurization. (4) Care of milk from cow to consumer.

VI. *Poultry.* (1) Recognition of six common breeds of chickens. (2) Egg grading and its purpose. (3) Incubation and rearing of chicks. (4) Use of commercial chick feeds. (5) Value of poultry on the farm.

VII. *Gardening.* (1) Educational value of school gardening. (2) Plans for home and school gardens, including preparation of the soil, and selection of varieties of vegetables, flowers, and field crops. (3) Construction and operation of the hot-bed and cold frame. (4) Planting and care of bulbs for indoor and outdoor bloom. (5) Planting and care of fruit trees, bush fruits, strawberries, and rhubarb in the garden.

VIII. *Improvement of School Grounds.* (1) Preparation and planting of beds of annuals and perennial flowering plants. (2) Planting and care of ornamental shrubs. (3) Making and care of the lawn. (4) Destruction of weeds.

IX. *The School Fair.* Organization and place in the school programme.

Books of Reference:

Andrews: *Agriculture for High Schools.*
Bowers: General Science (Books I and II).
Bruce: Junior Science (Books I and II).
Comstock: Handbook of Nature Study.
Croxton: Science in the Elementary School.
Davis and Sharp: Science.

Ministry of Education, Ontario
Historical Collection

Departmental Publications: *Programme of Studies, Grades I-VI; Grades VII and VIII.* Bulletins of the Ontario and Dominion Departments of Agriculture.

Hodge: Nature Study and Life.

Hunt and Andrews: Science (Books I and II).

MacEwan and Ewen: General Agriculture.

Partridge: Natural Science; Everyday Science (Grade VII).

Slavson and Speer: Science in the New Education.

Trafton: Nature Study and Science.

ART, WRITING, AND MUSIC

A. Art

I. *General methodology.* (1) The meaning and purpose of art. (2) Phases of art suitable for various grades; selection and arrangement of subject matter from the standpoint of the child's interest and capacity. (3) Mediums and modes of expression suited to the different stages in the child's development. (4) Careful study of materials available for the different grades. (5) Points to be considered in the valuation of the child's productions in art; individual criticism and class criticism. (6) The correlations of art with other school activities.

II. *Representation.* (1) From the model and from memory. (2) Principles of perspective in relation to spherical, cylindrical, and rectangular solids; application of these principles in drawing objects and groups of objects. (3) Representation of distance by colour, size and position. (4) Light and shade. (5) Specimens from nature, such as grasses, twigs, flowers, trees, and simple landscapes. (6) Modelling; carving from soap, wax, plaster of paris, etc. (7) Papier-mache work.

III. *Illustration.* Original work from memory or imagination. (2) Illustration of games, occupations, nursery rhymes; scenes suggested by lines of poetry or incidents in stories (drawing children and adults from the pose and from memory). (3) Making puppets, murals, lino-cuts.

IV. *Colour.* (1) Practical use of the standard colours and their intermediate hues. (2) Emphasis on the use of colour as an expression of thought and feeling. (3) Observation of colour harmonies in nature. (4) Application of knowledge of value, intensity, and of colour harmonies to all art and life.

V. *Design and composition.* (1) Application of the principles of design in the making of borders, all-over patterns, posters, and pictures. (2) The naturalistic, conventional abstract and geometric types of units.

VI. *Lettering.* (1) Single line capitals and small letters to be based on print script in early grades. (2) All skeleton letters to be based on classic Roman proportions in higher grades; letter should be uniform in all departments according to grade. (3) Block letters based on classic Roman proportions. (4) Roman capitals. (5) Use of speedball and manuscript pens.

VII. *Art appreciation.* (1) The study of a few masterpieces, including works of contemporary artists, from the standpoint of composition and the thought conveyed. (2) The study of art in relation to life, the school, the

community and to objects other than pictures. (3) Use of coloured reproductions. (4) Visits to art galleries and exhibits.

Books of Reference:

Ackley: Marionettes.

Bacon: Pictures Every Child Should Know.

Furniss: Drawing for Beginners.

Lemos: The Art Teacher.

Hannah: Art in the Infant and Junior School.

Horne: The Art Class in Action, by Longmans, Green.

McLennan: Children's Artist Friends.

Nicholas, Mawhood and Trilling: Art Activities in the Modern School.

Ontario Public School Manual: Art.

Raw: Modern Script for Schools.

Russel: The Child and His Pencil.

Sargent and Miller: How Children Learn to Draw.

Smyth: Primary Art in School.

Watson: Pencil Drawing.

Witt: How to Look at Pictures.

B. Writing

I. (1) Advantages of print-script writing in the Primary School. (2) Relation to early muscular co-ordination, legibility, the teaching of reading.

II. Steps in teaching print-script writing.

III. Change over to cursive writing; age; time required; methods of making change.

IV. Writing in Middle and Senior School; form; slant; alignment; spacing; movement.

V. (1) Writing practice; posture; pen-holding; position of paper for right and for left-handed pupils. (2) Organization of exercises; counting for rhythm; teaching letter forms; grouping of forms. (3) Uniformity and individuality; use of standard charts in judging writing.

VI. Necessity of constant attention to writing in all other subjects; prevention of scribbling; methods of checking.

Books of Reference:

Conard and Stothers: How to Teach Print Writing.

MacLean: The MacLean Method of Writing.

Ontario Public School Manual: Writing.

Palmer: Handbook of Methods in Penmanship Instruction.

C. Music

I. *General methodology.* In supervised schools, teachers should be prepared to follow the method determined by the music supervisor; in unsupervised schools, the music activities should be confined to song singing, rhythmic response and appreciative listening.

II. *Practice.* Rote songs; the study of many songs for each grade.

III. *Voice culture.* Practice in correct tone production, vowel formation, enunciation of consonants, breath control, correct intonation, with a view to presenting a suitable pattern for children.

IV. *Sight singing.* (1) Ear training, eye training, rhythmic training. (2) Notation sufficient to enable teachers to read at sight, with syllables and with words, simple music in staff notation, including naming key signatures (major and minor) up to four sharps and flats, placing the key note or "Doh". (3) Adding syllables to a given melody, adding pitch names (letters) to a given melody, recognizing familiar melodies from staff notation, understanding the commonly used marks of expression.

V. *Appreciation through listening.* The study of records suitable for rhythmic response and quiet listening.

VI. *Methods.* (1) The child voice; preservation and development; non-singers, causes and treatment. (2) The adolescent voice. (3) Rote songs, in unison and parts; when and how to introduce part singing. (4) Use of the pitchpipe in teaching songs; use of the phonograph in teaching songs. (5) Appreciation through listening. (6) The rhythm band. (7) Correlation of music with other subjects.

NOTE—Since teachers cannot be expected to develop in children an appreciation of the cultural and emotional values of music which they themselves have not experienced, it is desirable that where possible a choral society and an orchestra should be organized. Teachers-in-training should be encouraged to attend the better type of concerts and listen to worthwhile radio programmes.

VII. *Practical test.* Teachers-in-training should be prepared, before the close of the school year, to demonstrate their ability to perform the following:

(1) Sing (*a*) a major scale.
(*b*) a minor harmonic scale.
(*c*) one rote song (own choice) suitable for any grade.
(*d*) a short exercise or song in staff notation at sight.

(2) Reproduce, on a monotone, a short rhythmic exercise.

(3) Conduct any simple metre.

Books of Reference:

Ahrens: Mother Goose Rhymes in Rhythm.
Charman, Rumble: The Rhythm Hour.
Dann: First Year Music.
Dann, Foresman, Fenwick: High Road of Songs, Books 1, 2.
Departmental Publications: Music in Rural Schools; Music in Grade IX; Introductory Course in Music Appreciation.
Gordon V. Thompson, Ltd.: The Silver Book of Songs.
Hendry: The Listening Hour; Masters of Music (Biography).
Hill: The Singing Period, Rural Book; School Music.
Marshall: The New Canadian Song Series, Books 1, 2; The Pedagogy of School Music.

Rennie and Smith: Teachers' Handbook for Music Appreciation; Students' Notebook for Music Appreciation.

R.C.A. Victor Co.: Instruments of the Orchestra. (Charts.)

Rich: Music Appreciation Lessons.

Thompson, G. V., Ltd.: Portraits of Great Composers.

Waterloo Rhythm Band Method.

HEALTH AND PHYSICAL TRAINING

A. Health

I. *Purpose.* The preparation of the teacher to train the pupils to understand sufficiently the functions of the body that precautions may be taken to maintain physical health; to form good health habits; to know what to do in emergencies.

II. *Personal hygiene.* (1) Elementary physiology of the bodily framework, the digestive system, the circulatory system, the respiratory system, the nervous system, the muscular system, the skin, the eye, the ear, the hair, the teeth, the nails. (2) Precautions in the care of each of these parts of the body. (3) Effects of alcohol and tobacco on organs and functions. (4) Tests for defective sight, hearing, breathing. (5) The teacher's duties with reference to these defects. (6) Development of health attitudes and health habits.

III. *School hygiene.* School accommodation and surroundings in relation to health; duties of the teacher, pupils, trustees as determined by the provisions of The Ontario Public Health Act and Regulations.

IV. *Accidents and Emergencies.* First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frostbite, sunstroke, heat, stroke, burns, bandaging.

V. *Safety instruction.* Prevention of accidents in the home, on the highways, in the school, on the playground.

Books of Reference:

Bailey and Coleman: First Book of Biology (Part on Human Biology).

Best and Taylor: The Human Body and Its Functions.

Department: Health, a Handbook of Suggestions.

Eastwood: Hygiene for Teachers and Students.

Gulick Series: Good Health, Emergencies, Town and City, Body at Work.

Health Series of Physiology and Hygiene: Health, Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.

Turner: Principles of Health Teaching.

B. Physical Training

I. *Purpose.* The preparation of the teacher to train the pupils to form habits of correct posture, muscular control, suppleness, and gracefulness of movement; to enjoy physical exercises, singing games, folk dances; to play competitive games with skill and good sportsmanship.

II. (1) Aims of physical education; its hygiene. (2) Value of formal gymnastics, singing games, folk dances, competitive games. (3) Dress suitable for exercises; calisthenics; drill.

III. (1) How to obtain and maintain good posture. (2) Common defects in posture and means of correction. (3) Order movements. (4) As many as practicable rhythmical exercises and group activities outlined in the Syllabus of Physical Training for Schools, 1933; methods of teaching; correction of faults; grouping of exercises. (5) Suitable rhythmic exercises. (6) Singing games, rhythmic steps, folk dances. (7) Indoor and outdoor games, basketball, softball, volleyball, soccer football. (8) Athletic training; correct form in running, broad jump, high jump; classification for athletic events; arrangement of field days. (9) Recreational leadership; games and activities for mixed adult community groups.

Books of Reference:

Anderson and McKinley: An Outline of Physical Education.

Bancroft: Games for Playground, Home, School and Gymnasium.

Bartlett: Junior Athletics.

Brandreth: Canadian Book of Games.

Burchenal: Dances of the People; Folk Dances and Singing Games.

Jarman: Physical Training Through Organized Games.

Kirk: Rhythmic Games and Dances for Children.

LaSalle: Rhythms and Folk Dances for Elementary Schools; Play Activities for Elementary Schools.

Neilson and VanHagen: Physical Education for Elementary Schools.

St. John's Ambulance: First Aid to the Injured.

MANUAL TRAINING AND HOME ECONOMICS

General methodology. (1) Review of the course of studies for Grades I-VIII, with concurrent discussion of methods of presentation. (2) Characteristic craft abilities at successive mental levels. (3) Correlation of craft work with other subjects on the course. (4) Year's programme of work in an ungraded or semi-graded school. (5) Equipment.

A. Manual Training

I. *Paper Work.* (1) Folds and applications, balanced window, checkerboard, for 4's, for 5's, for 3's, for 6's; folding and cutting. (2) Free cutting. (3) Pictorial work. (5) Graphic illustration. (6) Letter work. (7) Cardboard, light and heavy.

II. *Woodwork.* (1) Coping saw work. (2) Thin woodwork. (3) Use of wood and tools in making larger models. (4) Wood finishing.

III. *Bookbinding.* (1) Portfolios. (2) Book covers. (3) Book repairs.

IV. *Weaving.* (1) Paper, over and under, patterns. (2) Raffia. (3) Reed. (4) Yarn; cardboard loom; simple wooden loom; spool knitter; rake knitter.

V. *Modelling.* (1) Plasticine. (2) Clay. (3) Salt or sawdust and flour maps. (5) Ground asbestos fibre.

VI. *Lino block work.* (1) Stick printing. (2) Potato block cutting. (3) Lino block cutting.

VII. *Correlation and free projects.* (1) Sandtable work. (2) Social studies models. (3) School furniture, etc.

Books of Reference:

Ontario Teachers' Manual: Manual Training.
Ashcroft and Easton: General Shop Book.
Baxter: Paper and Cardboard Construction.
Benton: Pictorial Paper Cutting.
Campbell: Paper Toy Making.
Dobbs: First Steps in Art and Handwork.
Hodgson: Practical Wood Carving.
Lester: Claywork.
Lydford: Junior Draughting (Richardson, Bond & Wright).
Marten: Manual Training Play Problems.
Noyes: Handwork in Wood.
Sargent: Modelling in Public Schools.
Swannel: Paper Modelling.

B. Home Economics

I. *Nutrition and foods.* (1) Classification, uses, sources, and factors affecting individual food requirements. (2) The purpose in the diet of water, milk, fruits, vegetables, cereals, eggs, cheese. (3) Lunch box: planning, preparing, packing, care. (4) Preparing and serving suitable dishes for the school lunch: cocoa, fruits, vegetables, cream soups, creamed dishes. (5) Preparing and serving a tea or evening lunch for a community function.

II. *Home management.* (1) Application of principles involved in the care and use of equipment suitable for preparing and serving a rural school lunch; stoves, cupboards, utensils, glass, silver, china, linen, cleaning equipment. (2) Storage of food at school. (3) Disposal of waste at school. (4) Recognition of a pupil's responsibility toward cleanliness in the home, in the school, on the street and in public places.

III. *Textiles and clothing.* (1) Recognition of common fabrics used for clothing and household purposes; characteristics of fibres used in construction of fabrics, their source, use and value for clothing and household articles. (2) The appreciation and understanding of fundamental processes involved in the construction of fabrics—spinning, weaving. (3) Selection of suitable clothing for occasion and weather. (4) Care of clothing, daily, weekly, and seasonal.

IV. *Handicrafts.* (1) Sewing equipment; its selection and care. (2) Application of simple processes such as seams, plain, overhanded; hems, hand hemmed, decorated by simple stitches; the above processes applied to such articles as may be selected by the teacher. (3) Darning and sewing on fastenings. (4) Weaving. (5) Knitting. (6) Crocheting.

Books of Reference:

Bailey: Meal Planning and Service.

Balderston: Housekeeping Work Book.

Bonser and Mossman: Industrial Arts in Elementary Schools.

Boykin: This Way, Please.

Clark, Quigley: Etiquette Junior.

Dean and Middleton: Junior Home Economics.

Department of Education, Toronto, Ontario: Ontario Teacher's Manual—Household Science in Rural Schools; Ontario Teacher's Manual—Household Management Sewing Manual.

Department of Education, Victoria, British Columbia: Foods, Nutrition and Home Management Manual.

Dobbs: First Steps in Weaving.

Dryad Publications: Handicrafts.

Friend and Shultz: First Book in Home Economics—Clothing.

Friend and Shultz: First Book in Home Economics—Food.

Greer: Chemistry for Boys and Girls.

Hayes, Irwin: Good Manners for Girls.

Kenyon and Hopkins: Junior Clothing.

Kenyon and Hopkins: Junior Foods.

McBride and McGowan: Fabrics and Clothing.

Minter: Modern Needlecraft.

Pattinson: Canadian Cook Book.

Rose: Teaching Nutrition to Boys and Girls.

Small: How to Know Textiles.

Talbot, Lytle, Pearson, and Johnson: Practical Problems in Home Life.

Trilling, Williams and Reeves: Problems in Home Economics.

Van Duzer: Everyday Living for Girls.

Bulletins:

Better Buymanship Bulletins—80 Richmond St., Toronto.

Canadian Welfare Council Bulletins, Parliament Bldgs., Ottawa.

Department of Agriculture, Parliament Bldgs., Ottawa.

Department of Agriculture, Parliament Bldgs., Toronto.

Life Insurance Bulletins.

Pamphlets and Magazines.